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CHAPTER VI
HOMEMAKING EDUCATION

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CHAPTER VI

HOMEMAKING EDUCATION

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INTRODUCTION

For a number of years home-making education on all levels has centered its attention on the well-being of the child, and on wholesome home and family life. The reason for this emphasis is probably due to the changes in our mode of living and our attitudes toward home and family life.

The recent report of the Bureau of the Census shows that between 1920 and 1930 the number of divorces in this Nation nearly doubled. The number of marriages increased but their permanence decreased.

Some of the influences responsible for creating what appears to be a less stable home life are the recent World War; the changed economic and social status of women; and "the machine age."

Home-making education is awaking to the foregoing situation. It is not only taking stock of its own program but it is asking the cordial cooperation of sociology, economics, psychology, psychiatry, and public health to help analyze the problems affecting present day practical home living.

Our conceptions are changing regarding the contributions of home-economics education to the child's wholesome thinking and living, and to the home life of the members of the family group. These changes are outlined in this chapter under the following heads: I, *Present trends*; II, *Recent important events of interest in the*

field of home economics; III, Outstanding studies completed and in progress; and IV, Some forecasts for the future.

I. PRESENT TRENDS

A. CONTRIBUTIONS RENDERED

It is increasingly evident that home economics is regarded as making a worthy contribution to the education of the youth and the adult in the fields of health, good use of leisure time, worthy home membership, vocational opportunities, and character development.

A recognition of the foregoing contributions, now generally attributed to home economics, has come to this comparatively new field of education as a result of its: (1) Services to the local and national enterprises in alleviating suffering resulting from extraordinary misfortunes, such as disaster, drought, and depression; (2) influences in steadying home and institutional living in a rapidly changing socio-economic world; (3) serious and eager participations in such an extensive and significant undertaking as the White House Conference on Child Health and Protection; (4) alertness in keeping abreast with progressive educational procedure as concerned with accepted patterns of behavior related to the ultimate objectives of health, leisure, and social adjustments; (5) tireless efforts to place the subject on a respectable plane comparable with the older academic subjects; and (6) increasing gainful opportunities opened to girls and women and boys and men.

B. PHILOSOPHY CHANGES, AS SHOWN BY FOREMOST EDUCATORS, AND REPORTS

In Commissioner Cooper's greeting to the Fourth National Conference of Supervisors and Teachers of Home Economics, held in Boston, Mass., July 1, 1929, he placed much of the responsibility for leadership in building the American home of to-morrow upon the teachers of home economics. He charged them "to salvage from the old-fashioned home of yesterday all that will seem suitable to the new environment; and to leave in the ruins the household drudgery and the economic slavery of women." "But from the ruins," he added, "salvage the protecting love of pure womanhood, the spirit of individual sacrifice for group benefit, the unbounded hope in and ambition for offspring, and the loyalty which ever binds diverse units together in the spiritual unity of family—and into this new home bring a splendid corps of servants, workers in the matrimonial partnership, technological science to do the heavy work, business efficiency to keep out waste and hard times, ethical training to keep away the stinging griefs, esthetic appreciation to make for joy,

philosophic attitude to adjust personal difficulties, and Christian humanity, the maid of all work."

Henry W. Holmes, dean of the school of education, Harvard University, in addressing the home-economics teachers in Boston, July 4, 1929, said that teachers of home economics perhaps can direct more readily schooling toward more socially serviceable values than any other group. A curriculum with us is now a clutter of disconnected units. The curriculum should be continuous, integrated, unified by its bearing on a big, clear, and compelling objective. In home economics we should have a curriculum that centers on the home, the whole home, and nothing but the home.

A school program may be rich and it may be so administered as to be flexible enough for all reasonable purposes, without degenerating into a patchwork of disconnected courses. At the very least there should be the possibility of continuous, coherent work, covering several years, toward a specific chosen end. One such possibility should be the curriculum in home economics. Dean Holmes further states :

If a continuous, coherent, specialized curriculum in home making can not be worked out for the senior high school and become popular in the best and fullest sense of the term, I shall be disappointed not only in American girls but in American teachers of home economics. I am certain that the establishment of a thorough and well-organized home-making curriculum would set a standard for the reorganization of curricula in secondary schools and help to rescue American education from the credit hunting that now weakens and distracts it.

Concerning college entrance credits, Dean Holmes urges colleges to accept the home-making curriculum as a whole, not to pick it apart for units of admission credit of this or that, but to recognize that it is a single educational pattern woven of many threads and worthy to be received as such.

The late Dr. Frederick G. Bonser, professor of education, Teachers College, Columbia University, made the following statement before the National Conference on Home Making called by the Commissioner of Education at Washington, D. C., in December, 1929 :

Home economics is no longer on a trade level. It is on a plane calling for intelligence, judgment, and an appreciation of values in terms of human well-being. In all aspects of home making, except those of routine nature, there are situations calling for choice or selection on the basis of relative values. It is in management—organization and choosing among alternatives—that the secret of successful home making lies. How the income shall be expended ; what the best development of the child calls for ; how the relationships of the family membership shall develop ; what the creative activities shall be ; how the family shall take its place in community life—all of these are questions to be rightly determined by trained judgment, guided by a wealth of sound knowledge.

Dr. Paul Popenoe, director of the Institute of Family Relations, Los Angeles, Calif., states in the Journal of Home Economics for March, 1930, that—

Home economics, which in the past has too often been a narrow and rather sterile speciality, is now undergoing a remarkable evolution toward meeting its requirements more fully. Most of its content must soon find a place in every institution that pretends to fit its students for life anywhere except in a classroom.

A. L. Threlkeld, superintendent of schools, Denver, Colo., in addressing the American Home Economics Association convening in his city in June, 1930, expressed succinctly the changing philosophy of home economics education:

We are coming to think of home economics as education in home living. This newer conception of the subject requires study from various approaches. They are: Sociologic, if we see the home as the basic unit in society; psychologic, if we see the home as the place where the most fundamental learning takes place; economic, if we see the home as the first place for teaching thrift and management; religious, if the home is the center of spiritual life; political, if self-government begins there; and æsthetic, if appreciation of the beautiful is taught and expressed in deeds and words.

In the foreword to the Louisiana Home Economics Manual, 1929, T. H. Harris, State superintendent of public instruction of that Commonwealth, says:

It is no longer necessary to advance arguments in support of home-economics instruction. Both the profession and the public place a high value upon it. Home economics is no longer classed as a fad. All thoughtful persons agree that good homes, where parents and children live in happy companionship, where comfort, sound health, and an absence of drudgery prevail, and where children are schooled in obedience directed by self-control, are the guardians of our institutions and liberties. The persons who have studied the question agree that high-school girls who complete courses in home making under the leadership of cultured, trained teachers of home economics are much better equipped to discharge the duties of mothers and directors of home duties, on account of the instruction which they received in well-managed home-economics departments.

The home-making course for the junior high schools of Long Beach, Calif., states:

Whether the girl becomes a wage earner between leaving school and marriage, whether she continues her wage-earning career for several years after marriage or devotes her whole time to the profession of home-making it matters little in relation to her need of preparation for home making. She may choose her meals in a cafeteria rather than prepare them in her own kitchen. She may select her clothing ready made rather than to construct it by her own skill. The more she knows of principles of food preparation and clothing construction the better choices she will make. The more knowledge she has of marketing and household buying, of home management and care of children, of the wise use of leisure, and how to get on with other people, the fuller and richer her life will be whenever and however it may be lived.

The 1930 home-economics courses of study for Detroit, Mich., and the State of Washington reflect a philosophy found in the following expression of President Hoover:

The unit of American life is the family and the home. It vibrates through every hope of the future. It is the economic unit as well as the moral and spiritual unit. But it is more than this. It is the beginning of self-government. It is the throne of our highest ideals. It is the source of the spiritual energy of our people. For the perfecting of this unit of national life we must bend all of our material and scientific ingenuity. For the attainment of this end we must lend every energy of government.

An illustration of the changed philosophy is cited by the supervisor of home economics of Trenton, N. J., who reports there is a growing ability among the home-economics staff to analyze present-day living problems and to see the teaching problems of home-making closely allied with those of economics, sociology, and psychology. While skills are important, there is a growing consciousness that they are only in part contributive to effective home living. Some of the teachers of homemaking in Trenton emphasize "child understanding, care, and training"; others "family relationships," or "sociological phases of pupil activities," or "the economic contribution." The plan is to pool the studies of the various interests and out of them build a better balanced program to serve the physical, economic, and social needs of the child and the adult.

Although home economics in the Trenton schools is not offered beyond the ninth grade, the new high school will make possible home-economics election beyond that year. The hope of this school system is to have at least one semester required of all boys and girls.

Glens Falls, N. Y., reports that the directors and teachers in the field of home economics have come to the conclusion that the main function of home-economics education is not merely to teach the pupil to cook and sew but to contribute to worthy home membership which means proper health habits, right attitudes toward home and family life, a working knowledge of the processes carried on in the home, economy of foods, and desire to participate in a variety of unspecified, enjoyable, and fruitful spare-time activities. These objectives are carried out in a 5-room modern apartment, with up-to-date appliances, where girls are taught the various phases of home making, where evening supper school clubs meet; and where nursery school parties are held as a part of the child-care work, at which time the bedroom of the model apartment becomes the child's nursery. In short, the apartment is the school child's daytime home.

C. EXPANSION OF HOME ECONOMICS IN OUR PUBLIC SCHOOLS

The Detroit Handbook on Home Economics for 1980 shows that in 30 years this subject has grown from a single room in an elementary

school to 213 specially equipped rooms in 85 elementary, 15 intermediate, 12 high, and 2 vocational schools, and the College of the City of Detroit. Between 185 and 200 teachers are offering instruction in this field.

The instruction emphasis has changed from manipulative processes in sewing and cooking to education for health, social, and economic adjustments, family relationships, child care and training, and other phases that have to do with the well-being of the family and its contributions to the community.

The 1930 report of the division of home economics of the Philadelphia public schools states that sewing was introduced into the elementary curriculum in 1884 and cooking in 1887, and that at present home economics in the public schools of Philadelphia is required of every fifth, sixth, seventh, and eighth grade girl. It is also taught to many high-school girls and boys. For this instruction there are provided at present 361 rooms, 24 apartments, and 7 practice dining rooms.

In fact, all high-school girls with the exception of those in the girls' high school have opportunity to elect some home-economics work. To show the volume of work done in one subject alone a summary of the number of garments made in 1930 in the Philadelphia schools is cited as follows:

Elementary schools	113,394
Schools of practice and demonstration	3,841
Special schools	1,215
Part-time vocational schools	18,155
Junior high schools	32,303
Senior high schools	6,672
Normal schools	127
Evening schools	15,401
Total	191,108

What is true of Detroit and Philadelphia as regards expansion of the home-economics program and opportunities for its election by girls in the elementary, junior, and senior high schools is practically true of other cities.

Washington, D. C., reports that in the fall of 1887, six teachers inaugurated the work of domestic science and art in the public schools. Four teachers were appointed for the white and two teachers for the negro schools. To-day a total of 140 teachers of home economics offer all the phases of the work from the elementary through high school in both the white and negro schools.

In 1919 the first junior high school was established, and instruction in clothing extended to the seventh and eighth grades. To-day there are 17 junior high schools which have, in addition to the other

teaching staff, 40 home-economics teachers; 30 for the white schools and 10 for the negro schools.

In February, 1931, the United States Office of Education sent a letter to the superintendents of schools of 698 cities, with a population of 10,000 and over. Three questions were asked: Were new courses prepared? Were home making courses provided for more pupils than formerly? What per cent of the pupils in the schools received such training?

Of the 698 cities receiving the questionnaire, 281 in 42 States replied; 178 cities reported as having revised the home-economics curriculum with significant changes in the content of the courses; 165 of these cities provided home-economics instruction to more pupils.

Among the group of cities of 500,000 or more population offering home economics to more pupils are: New York and Buffalo, N. Y.; St. Louis, Mo.; Cleveland, Ohio; Denver, Colo.; Boston, Mass.; Detroit, Mich.; Philadelphia, Pa.; Los Angeles and San Francisco, Calif.

Baltimore, Md., appointed in September, 1892, a directress and 10 teachers to teach needlework one hour per week to the grammar-school girls, 9,292 in all. This work extended from the third through the eighth grade.

As an outcome of the 1921 Baltimore school survey, a trained supervisor of home-economics education was appointed to take charge of the work. It is interesting to note the rapid growth of enrollment in home economics since 1919 in both white and colored schools as shown in the following table:

Enrollment in home-economics education in Baltimore, Md.

Grades	1919		1930	
	White	Colored	White	Colored
Fifth.....	154	195	5,876	1,320
Sixth.....	1,826	426	4,091	1,049
Seventh.....	1,868	254	6,645	1,318
Eighth.....	440	197	5,259	1,343
Ninth.....			3,225	925
Tenth.....			2,135	854
Eleventh.....			208	109
Twelfth.....			80	46
Total.....	4,288	1,072	27,619	6,964

For 1930-31 Baltimore reports that home economics is taught in 150 elementary, 19 junior high, 5 senior high, 2 vocational, 13 evening schools, and 4 prevocational centers. This work is conducted by 184 teachers in both day and evening schools.

Maude I. Murchie, chief of the bureau of home-making education of the California State Department of Education, reports, in a recent number of the California Home Economics Association News Letter, a study of the status of the home-economics major in the California high schools. This study was made to determine the extent to which school officials had accepted the home-economics major for graduation. The following data indicate a splendid indorsement of the major and a decided inclination to accept a broad selection of subject matter for the home-making major. Miss Murchie's study is based upon 355 high schools, of which all but 51 high schools replied to her questionnaire.

Of the 304 schools responding, 168 reported as offering a major in home economics and 17 other high schools reported as hoping to offer a home-economics major in the high-school curriculum. Only six principals questioned this major as compared with 281 principals who thoroughly approved of its inclusion in the high-school curriculum; 84 high schools required home economics for graduation; 8 other schools reported no requirement but that all their girls enrolled in the home-economics classes for the past year. It was found that approximately only 691 California girls were enrolled in the high schools offering no home economics. In the schools where home economics was required for graduation, 26,768 girls were enrolled. In schools where a satisfactory home-economics major may be selected, there were 60,098 girls enrolled; but there were enrolled in schools not offering a major in home economics, 10,355 girls.

D. HOME ECONOMICS REQUIRED

The recent State survey of home economics in the accredited high schools of Georgia shows that of the 112 accredited high schools offering home-economics instruction, 13 require seven periods per week for one year, or one unit of credit the same as for chemistry or other sciences; and 69 schools require 10 periods per week for one year granting one unit of credit.

The 1927 Alabama Manual of Home Economics Education for high schools announces that, upon the recommendation of the Alabama State course of study committee, one year of home economics was included as a constant in the program of studies for the high schools of that State.

Maude I. Murchie, chief of the bureau of home-making education of the California State Department of Education, reports in a recent number of the California Home Economics Association News letter that she sent a questionnaire to 355 high schools in her State. Replies were received from 304 schools. Of this number, 27.6 per cent reported a home-economics requirement for high-school graduation.

Long Beach, Calif., requires of all high-school girls a course in "home making" for graduation. This course is equal in credit and amount of daily preparation to such academic subjects as mathematics, social science, or English. The course is scheduled to meet five times a week for one semester and has assigned to it one-half unit of academic credit.

The course aims to develop (a) appreciation for right ideals of home and family ethics necessary to high standards of home life; (b) knowledge of the planning, decorating, and furnishing of the house, of its care, management, and hospitality; and (c) understanding of the wise budgeting of time and money to maintain the home with efficiency.

The course is organized into seven major topics: (a) Home making as a vocation; (b) budgets and family expenses; (c) factors in purchasing the family's food; (d) principles needed by the individual or home maker in the selection and serving of well-planned meals; (e) care of the house; (f) the house, its selection and furnishing from the standpoint of good design and cost; and (g) family relationships. It requires specific (a) teacher qualifications, (b) teaching methods, (c) problems and assignments under the various topics, (d) studies to determine the reactions of the students to the various units, and (e) reference materials.

The teacher qualifications as specified call for: A vivid personality; enthusiasm and tact in keeping discussions relevant to the key positions; a sympathetic and unprejudiced attitude toward present-day family manners, morals, and home relationships; ability to interpret the spiritual side of the home to girls; and a knowledge of art principles, practical experience in the many phases of home management, and home ownership if possible.

Regarding academic credit assigned to high-school home-economics courses, the Home Economics Bulletin of Baltimore, Md., for 1930, allots to the eleventh-grade course in "foods and cookery" an academic credit equal to that of a high-school course in chemistry, or biology, or physics; to the twelfth-grade courses in "foods and cookery" an academic credit equal to English, history, or Latin; to the eleventh-grade course in "clothing and textiles" an academic credit equivalent to courses in Latin and French.

R. SOME PRESENT PRACTICES, OBJECTIVES, AND ECONOMIC VALUES

1. HOME-ECONOMICS PROGRAMS NOT STANDARDIZED

Sometimes America is accused of being standardized as regards education, recreation, locomotion, and food consumption. Certainly this does not apply to home economics, for it aims to provide instruction to meet the economic and social needs of boys and girls on the

various school levels. Confirmation of these objectives is noted in the examples cited below.

(a) *Doctor Dyer's study*.—Dr. Annie R. Dyer found in her study of The Placement of Home Economics Content in Junior and Senior High Schools, based upon 100 representative courses published since 1920 and selected from among nearly 1,000 outlines collected from city and State school systems, a total of 2,659 different detailed topics, including 9,995 topic elements. Not more than 15 per cent of the detailed topics can be regarded as standardized in grade placement.

Commenting on this study, the late Dr. Frederick G. Bonser, professor of education, Teachers College, Columbia University, stated that the study revealed the need for wise selection of subject material in order that the pupils' needs and interests may be met without too great wastage of time and energy. For the curriculum is already overcrowded and the need is urgent to select materials of most fundamental value to the pupil.

(b) *Oakland, Calif.*.—The 1929 home-economics course for the seventh, eighth, and ninth grades of the Oakland public schools has outlined problems with the hope of giving pupils experiences which will stimulate and direct their growth in five directions, namely, physically, mentally, morally, socially, and civically, with the hope that "continual enrichment of life may result."

It is hoped that the pupils' school experiences will result in helping pupils to see what to do, to act in ways productive of the greatest good to themselves and others, and to master the performance techniques decided upon.

The aim is not to teach pupils a mass of facts but to help them to create a satisfactory life for themselves. In short, the major emphasis is placed upon choices and not on production, yet the latter is not overlooked. Appreciation of beauty, good taste in all things, social services, home responsibilities, health attitudes and habits, techniques and skills needed daily for home processes, and the wise use of leisure time and money are the goals laid out by the Oakland home-economics course of study.

The seventh-grade child is introduced to foods in relation to health, with the view to learning values of good health, what its indications are, factors conducive to good health, knowledge and appreciation of sanitary habits in handling food, before she is introduced to the problem of planning and preparing a breakfast.

(c) *San Francisco, Calif.*.—The San Francisco home-economics course of study for junior high schools describes the attitude of its builders in this statement: "We feel that the cardinal principles of education should be served by not merely 'skills and information' but also right attitudes, good habits, and ideals of health, citizenship, leisure, and work."

This city reports that home-economics teaching is adapted to the changing economic and social conditions in the home. This situation is true of every teaching unit in the junior and senior high schools offering a course in "citizen home-making." The course is open to both boys and girls and emphasizes family and other human relationships leading to good citizenship.

(d) *St. Paul, Minn.*—St. Paul, Minn., offers a daily 1-period course, dealing with girls' vocational problems, family relationships, including child development, and home-management problems. This course is designed for the tenth grade and above.

(e) *Dallas, Tex.*—Home economics in the Dallas, Tex., high schools is designed to develop in girls higher standards, ideals, and appreciations for home life, and to enable girls to acquire knowledge, appreciations, and some degree of skill in meeting the duties and responsibilities that normally develop upon them as members of society and a family group. This city reports that the home-economics courses are designed to establish standards of judgment and ideals of achievement that will function in giving the girl an appreciation of her own home and its activities, and help her to see herself as a member of a family group with definite social and economic responsibilities.

(f) *Hamtramck, Mich.*—This city bases its food study work for the junior high schools upon the findings of a detailed health questionnaire filled out by the junior high school pupils. The questionnaire took cognizance of many of the external observable and internal self-observable indications of health. Under the first topic were developed lessons on: (a) How to acquire cheerfulness; (b) causes of ill-nature, such as worry, fatigue, lack of needed rest, use of stimulants, failure to eat the right kinds of food; (c) the effect of food upon one's disposition; and (d) foods conducive to good nature. Under the second topic were studied: (a) Causes and prevention of colds; (b) prevention of goiter; (c) causes of defective thyroid and their effect upon other glands, effect of food upon the thyroid gland, and sources of iodine and foods containing it.

(g) *Atlanta, Ga.*—The 1930 home-economics course for the junior high schools of Atlanta, Ga., aims to accomplish three things: First, to contribute physical, social, and cultural information to the girl's education; second, to provide experiences which will help to enrich the girl's present daily living; and, third, to establish in the minds of girls a method for evaluating standards of healthful living, of expending energy and money, of using leisure, and of services to the home. These general objectives are reinforced with specific objectives for the units of work outlined which are based upon two studies, namely, the home activities of junior high school girls in Atlanta.

and the activities, habits, and opinions of Atlanta home makers. The instructional units are set up in the form of problems. These for the seventh grade are: What are my responsibilities as a member of my family? How shall I use the 24 hours of the day in order to develop into a healthy, happy, helpful individual? From time to time my mother permits me to buy something for my room. What should I know in order to make the best choice of these furnishings?

(h) *Chicago, Ill.*—To all girls in the sixth, seventh, and eighth grades of its elementary schools, Chicago offers two periods of 90 minutes per week with equal time distribution between foods and clothing.

In the first year of the junior high school all girls have five 50-minute periods per week and in the second and third years of the junior high school two 50-minute periods. The work for these years covers food, clothing, child care, business of the household, housewifery, or home activities. In the high school the work is elective.

Home economics on the elementary and junior high-school levels is approached from the standpoint of a girl as a home helper; on the senior high-school level from the standpoint of a girl as a home manager. Home economics is stressed from the economic, social, and health standpoints, with the view of preparing girls living in a large city to meet their problems in the best possible way.

Home-making education is stressed for all rather than for some girls. The home-management course is being elected by increasing numbers, and the high-school teachers are studying the gainful opportunities open to girls with home-economics training.

(i) *Boston, Mass.*—Boston, Mass., reports that its 1929 revised courses of study are planned to help girls to meet economic and social changes. Some work is offered to boys in the high schools.

(j) *Holyoke, Mass.*—This city offers camp cookery for boys in all of its junior high schools. Girls entering the senior high schools who have not had home-economics training are required to take one year in either foods or clothing. The new courses in the senior high school are child welfare, family relationships, home hygiene, and home nursing.

(k) *Akron, Ohio*—Akron, Ohio, stresses for its elementary schools, the minimum essentials of cleanliness, neatness, orderliness, and accuracy.

For the first year of the junior high school it emphasizes health habits as to diet, sleeping, bathing, dressing, and accuracy; skills; and appreciations. For the second year it emphasizes the economic and social aspects of home life, which have to do with good working habits, skills in marketing, preparation of simple meals, the use of money, social life, and savings; ability to greet guests and to co-

operate in making the home happy; personality development; self-improvement, for example, to be resourceful, industrious, dependable, cooperative, etc.

A well-rounded course in home making is offered in every high school. This course includes marketing; budgeting; meal planning; preparation and service of foods; clothing, its choice, cost and care; home management; child care and development; finances; family relationship; care of the home; thrift and aesthetics; home furnishing; and nutrition. The latter is so arranged that it may be taught to girls and boys under and over weight.

The school cafeteria is used as a nutrition laboratory. The high schools offer a course in historic or peasant costume, in order to correct the abuses heaped upon the clothing departments in planning and making the costumes for the plays and pageants in the various subject-matter departments of the school, particularly those of music, English, and physical education. This course will be given in conjunction with the art department. A course in "personal regimen" is offered and is an alternative for the required civics. That is, this course may be elected by boys and girls for it has to do with the social, personal, and economic problems of youth. It is specifically designed to develop better personality, attitudes, and ideals.

The work in the junior high school or in the seventh and eighth grades is scheduled to meet daily for single periods. The texts used and assignments made enable more students to take the work. This extends the influence of the teacher, decreases the need for special equipment, and offers a well-rounded viewpoint of home making without increasing the staff, yet develops a broader conception of the subject through reading assignments and gives the student an opportunity to explore the vocational possibilities.

(1) *Paterson, N. J.*—Home economics from the fifth through the ninth grade is required in Paterson, N. J. Every girl is required to take hygiene, first aid, and home nursing before she can graduate from high school. This course is offered in the first year of high school and is taught by the home-economics teachers. It is interesting to note that the objectives for the fifth grade are to guide the child to help herself through the simple activities of the home; to find joy in a healthy useful, daily life, and to be helpful in the home duties. This throws responsibility upon the little girl for keeping her person clean and for being healthy by eating the proper foods. This idea of placing the responsibilities upon the pupil is carried through the elementary school into the high school.

New Jersey, by law, requires high-school girls to have one year of hygiene composed of one term of first aid and one of home nursing.

The responsibility for the teaching of this subject in Paterson fell upon the home-economics teachers for they seemed better prepared to offer it. They revised their work in foods in order to give a hygienic outlook upon diet and home making. Since hygiene is a study of health which depends largely on what we eat and how we live, food properly chosen, prepared and served, forms an important part of this subject. It is necessary to know what the body needs and how to supply these needs through foods. They are studied from the standpoint of chemical composition, nutritive value, and sources. In each class foods are prepared and served. Personal sanitation is stressed, such as washing hands before preparation of food, before eating, after use of the handkerchief, and trip to the bathroom. Household sanitation and its practice receive attention in the school laboratory by keeping the garbage pail clean, the cupboard supplies in tin or glass, milk on ice, dishes properly washed, and towels kept clean.

Child care is taught in cooperation with the "well-baby clinic," which is in charge of a trained nurse.

(m) *New Mexico*.—The September, 1929, issue of the Home Economics Counselor for the State of New Mexico announces that "At the end of 10 years of intensive curriculum revision it is encouraging to report that home economics has kept up with the advance made in other fields."

New Mexico's aim is to keep its home economics program "ever in the making" and abreast with the changing economic and social conditions of the times. It has attempted to develop in the girls selective judgment, resourcefulness, and administrative ability. The home has been idealized and much thought has been given to family relationships, yet there is need for further study of the curriculum because too much time is still given to techniques and skills at the expense of the economic and social aspects of the subject.

The following topics are suggested for the first and second years of high school. In the first year are considered such subjects as food selection, preparation, and serving; meal planning; care and training of young children; personal hygiene; family relationship problems; clothes for the high-school girl; and the care and furnishing of the girl's room.

The second year stresses home planning; the family income and investments; home management; community relationships; dietetics; and home nursing.

2. ECONOMIC VALUE OF HOME ECONOMICS

Seattle, Wash., reports that the records kept for the past five years show that home economics in the schools has not only educational

worth but economic values as well: Enough products from the home economics laboratories have been returned to the community to pay for the cost of the department. The money value of finished products returned to the community by the home-economics departments is as follows:

1922-23	\$65,017
1923-24	79,804
1924-25	79,970
1925-26	74,787
1926-27	78,561
Total	378,139

F. FAMILY RELATIONSHIPS AND SOCIAL ADJUSTMENTS

Family relationships is a new subject in the home-economics curriculum. The time allotted to it may be a unit of a few weeks, or a semester, or a year. Its terminology is not uniform. It is called "social relationships," "social adjustments," "the home and society," "euthenics," "human relationships," "the home and the family," "home management," or "citizen home making." But the content covers home living, relationship within and outside of the family, family life, attitudes and ideals of home and family life, and social adjustment. The placement of this subject is not uniform. It may begin in the junior high school and continue through the college.

San Antonio, Tex., offers a course as early as the sixth grade or the first year of the junior high school. The aim of the subject is to develop appreciation for family life through the discussion of such topics as—

1. What my family means to me.
2. Some things I like about my family.
3. How I can help my family in household duties and in entertaining.
4. What health means to the members of my family.
5. What education means to the members of my family.
6. Qualities of a good mother, father, brother, and sister.
7. How my clothing affects what people think of me.
8. Does my clothing cost more than it should? How the cost of my clothing affects the cost of the clothing of the other members of my family.
9. How I can help sew for my family.
10. How I can "save" my clothes.
11. What food shall we have at our party?
12. What food habits ought my brothers and sisters be taught?
13. How does food affect the disposition of the members of my family?
14. How can I relieve mother in the preparation of meals?

Denver, Colo., allots to the subject, called "human relations," in the junior high schools, five 55-minute periods for one semester, and offers as minimal essentials the following:

1. An appreciation of home life and mother.
2. An understanding of the importance of habit formation as a basis for normal family life.
3. An appreciation of economic values and the function of money as a means of life.

4. The development of a right mental and social attitude toward the work of housekeeping as a contribution to the health, comfort, and happiness of the family. 5. An appreciation of the problems involved in the care of younger children in the home. 6. An understanding of the girl's responsibility during illness in the home. 7. An understanding of the value of leisure. 8. An attitude of respect and loyalty to the community.

Some city systems devote a school year to the subject under the title of "home management," when such topics are studied as family finance, furnishing and care of the home, the planning and use of time, personality development, personal and family health, child care and training, attitude of respect and loyalty to the community, mode of living, and planning for successful living socially and economically.

The names of the courses may vary but the content is practically the same and is taught from viewpoints of psychology, sociology, and economics. The consensus appears to be that the most important factor in this comparatively new subject is the personality and character of the teacher, for it is her job to secure the immediate interest and confidence of her classes in this subject—an ability which requires experience in family living to develop a sympathetic understanding of the problem. It also requires a broad background of social and economic experience to be able to decide with wisdom questions arising out of family life.

There is a growing tendency to offer this work to boys as well as girls, to base it on actual situations, to integrate it throughout the entire curriculum, and to organize it on the various school levels.

Manhattan, Kans., offers in the sophomore year of the senior high school an elective course in "home living." Five 70-minute periods per week for one semester are devoted to this popular course. It is divided into three main sections—family relationships and home management, health and home care of the sick, and child care and development. Under family relationships and home management are included seven units as follows: The home and the family, the family income and its expenditure, planning and furnishing the home, care of the home, planning the use of time, providing for advancement and higher life needs, and relation of home to community.

The minimal essentials in terms of principles, ideals, or understanding as to the home and the family are that (a) the home furnishes happiness, comfort, rest, and security to its members; provides a place for the care and training of children; is a center of production, consumption, and social life; and that it has gone through many changes in its development; (b) the family exists for the protection, nurture, and training of the children and for the development and happiness of all its members.

San Francisco, Calif., offers a course in "citizenship home making." This course is open to all eleventh and twelfth year girls and boys and receives academic credit.

During the first term the objectives are (1) to develop an appreciation of good architecture and discrimination in design and decoration; respect for all materials in their suitable places; (2) to develop a recognition of the importance of housing in the furtherance of our civilization; (3) an intelligent inquiry regarding modern improvements in household equipment; and (4) to develop an aspiration toward performing creditably woman's greatest work in the most important institution of the State—the family.

The objectives for the second term are to develop: (1) An appreciation of the functions and importance of the home in the community. (2) An appreciation of a woman's duties and responsibilities in the home and in her community contacts. (3) A knowledge of the economics of spending; ethics of consumption; and responsibilities of the consumer. (4) An intelligent attitude of sympathy and understanding toward the different races and nationalities which make up our population. (5) An intelligent familiarity with the means that are being taken for social betterment in the girls' and boys' own community.

The late Anna E. Richardson, field worker in child development and parental education of the American Home Economics Association, made a study of 108 cities to determine the status of work in family relationships in the home-economics departments of these cities.

To the question, "How did you first interest the girls in home and family relationships?" the following replies were received:

Discussion of what constitutes a home; difference between a house and home.

It was an outgrowth of budgeting income. Some girls demanded more clothes than family could afford, which brought out the idea that girls should think in relation to family as a group rather than just themselves as individuals separate from the family.

It seemed to be an interesting outgrowth of our child-training course.

I ask the girls if they can think of a home which everyone enjoys visiting. I next ask why everyone enjoys living in this home. From this happy home which they have in mind, we can lead up to what it takes to make a happy home and the junior high school girls share in promoting home happiness.

To the question, "What topics were most enjoyed by the girls?" replies were made as follows:

High-school girl's contribution as a member of the family. Children, their rights, place, and care in the home. Adolescent problems. Home as a source of power. Girls' problems in general; influence of habits formed in childhood, how to be popular, how to entertain economically, character development and leadership.

Reports of projects undertaken by the students are as follows: Making mother happy; pleasant surprises for the mother; how to be well groomed; what is order in the home; a study of honesty; how to spread the idea of good citizenship; the family circle, an agency for education and higher living.

Cleveland, Ohio, reports family relationships as one of the units in the "personal regimen" course. "The growth of the city, increased standards of living, lessened home activities in cooking and sewing and preserving, increased number of women working outside of the home, and the consequent increase of leisure time are some of the changes affecting the modern home and consequently family life of the present time."

Portland, Oreg., reports that it gives three to five weeks to a unit in "home management." The main topics studied are the family as a social, educational, and economic institution; an analysis of the home makers' job; personal happiness and comfort of the home; family recreations and amusements; and the relationship of the home to the community.

G. CHILD CARE AND TRAINING: ITS PLACEMENT IN THE HOME-ECONOMICS PROGRAM, AND CONTENT OF COURSES

The Office of Education study of 281 cities shows that: All recently revised city and State home-economics courses include work in child care and training; the subject is listed under various titles and is offered on the various school levels. It may begin as early as the sixth grade, and this content, as outlined, recognizes the rights as well as the needs of young children.

Among the rights are the parents' responsibility for providing hygienic conditions of living, food, clothing, shelter, education, happiness, love, care, exercise, fresh air, and opportunities for children to develop to the best of their ability.

Among the needs of young children are: (1) To help children to establish good habits of personal cleanliness, sleep, and eating; (2) to provide amusement to keep children happy through play, their toys, and stories; (3) to develop the desirable habits of promptness, obedience, cheerfulness, helpfulness, and courtesy; (4) to train children to dress and undress, pick up toys, do simple tasks about the house; and (5) last, but most important, to educate older brothers and sisters to manifest patience, self-control, and good humor toward younger brothers and sisters.

The standard of attainment set for such work covers the ability to appreciate the rights of little children in the home and community; to know the habits a child should form in the home, and good ways of entertaining children; to appreciate the need of play for their

social development; and to possess the qualities needed to guide and care for little children.

Such a unit may have alloted to it two 80-minute periods for three weeks and be one of seven different units comprising the semester's work. The other units may be "problems of home and family," "financing the home," "helping with the housekeeping," "illness in the home," "girl's share in hospitality of the home," and "relationship of the home to the community."

The Washington State course of study includes two units on the child. One is offered in the seventh grade or the first semester of the junior high school and consists of eight single-period lessons.

This unit stresses the care and guidance of little children, as to the handling of young children; serving of food; proper sleeping arrangements; laundering of clothes; and signs of health.

In the tenth grade or first year of the senior high school is offered the second unit called "family welfare and child development."

South Bend, Ind., offers in the ninth grade a unit on the (1) baby, emphasizing general care, cleanliness, exercise, amusement, pacifiers, and foods; (2) the preschool child, stressing habit formation, rest, play, books, toys, clothing, food, and behavior problems; (3) adolescent child, including such topics as food, clothing, and personal hygiene; and (4) home maker, her health, sympathy, tact, foresight, and self-control. In the senior high school, the unit on child welfare emphasizes the right attitude toward motherhood; the importance of mental and physical care in the early stages of a child's life; the fundamental rights of childhood; parents and their responsibility to children; parenthood as a profession; heredity and eugenics; infant mortality; bottle versus breast-fed babies; birth registration and its various uses; and prenatal care.

Baltimore, Md., offers a survey course in child care in the ninth grade which stresses two problems—the care and the diet required for the baby at different ages, and the habits and play for the preschool child. In the twelfth grade, child care is again offered but on a much higher level. Here girls study the children's charter or Bill of Rights, mothers' and fathers' responsibilities to these rights; prenatal care with emphasis upon the right care of the mother; care of the nursing mother; feeding and physical care of the infant; nutritional diseases; effect of wrong diet on the child; his clothing; habits; and nursery-room requirement.

The John Muir Technical High School of Pasadena, Calif., reports that it requires of all girls enrolled in the eleventh and twelfth years a semester course in "child development." In connection with this course is a demonstration laboratory of preschool children. This demonstration unit consists of 16 children ranging in ages

from 2 to 4 years. The children come at 8.30 in the morning and stay until 3 o'clock in the afternoon. The high-school girls have three lectures and two laboratory periods per week. The laboratory is connected with an observation room. This room has a screen of 1-way visibility which makes it possible for a class to observe children in the laboratory without disturbing the children's activity. What is taught in the classroom is applied in the laboratory, for the average high-school girl appears to be unable to distinguish the significant things about children unless she receives guidance. She is given leads and observation sheets as guides for observing the children. When pupils understand the significance of a child's behavior much of the drudgery in the daily care of children is eliminated. This course in "education for parenthood" also vitalizes the other courses. For example, the food classes plan the menus and prepare the food for the nursery school children. Such a course is not easily managed in the modern high-school program, but results obtained are so worth while that the obstacles surmounted are justified.

Dr. Paul Popenoe, director of the Institute of Family Relations, Los Angeles, Calif., commenting on the need for nursery schools in connection with home-economics departments, says:

Students lack knowledge of how to handle children, their own and others. Some recognition is being given to this fact in many institutions, but it is largely on an academic basis.

Departments of education and psychology must come more closely in contact with reality before they can give anything more than theoretical help. Bringing up children theoretically is like making love theoretically—apt to produce surprises. This subject can no more be learned without laboratory experiences than can physics or chemistry. Schools that have made it possible for their students actually to deal with children would not, I believe, go back to the theoretical method.

Detroit, Mich., offers "child care and training" in its intermediate, three high, and two vocational schools, and in the College of the City of Detroit. At present Detroit has no nursery schools in the high schools, but provisions are being made for such in the new addition at Southeastern High School. To interest the boys of this school in the course, they will be invited to make for the nursery school some of the furniture, blocks, and cupboards.

The Roosevelt Elementary School uses a kindergarten for observation purposes. The Garfield Elementary School, in March, 1928, opened a nursery school as a joint project with the Merrill-Palmer School. The Detroit Board of Education furnishes the major equipment, the rooms, light, heat, janitor services, and food. The Merrill-Palmer School furnishes the teacher and some additional equipment. Most of the furniture and play equipment was made and is kept in repair by boys in the vocational shop of the Garfield Ele-

mentary School. The girls in the home-making classes make and keep in repair the curtains, sheets, and towels used by the nursery school children.

This nursery school has a group of 16 children composed of an equal number of white and colored boys and girls, ranging in age from 2 to 5 years. The staff consists of one full-time nursery school teacher; one part-time assistant whose services are gratis; one graduate student assistant from the Merrill-Palmer School; the services of a public-health nurse; and, when needed, those of a physician and a dentist.

The purpose of the nursery school is to afford laboratory facilities for eighth and ninth grade girls who are studying child care and training in the home-making classes. The Garfield Nursery School provides, as far as it can, a suitable environment for the physical welfare, growth, mental and social development and educational opportunities for children of preschool age. It also aims to help the parents of these children to a better understanding of the needs of young children and to a knowledge of newer methods in child care and training. The program is very flexible, is varied according to the season, weather, and needs and interests of the children.

Four groups of girls per year are given the opportunity to work in the nursery school for 10 weeks to study child care and training. The following units of study are covered during the 10 weeks: (1) Sleep; (2) food; (3) clothing; (4) play and play material, including songs, stories, and games; (5) habits, good and bad, what they are and how formed; (6) physical development; (7) mental development; and (8) guidance or discipline. These girls assist in the nursery school two hours each day for 10 weeks. Every third week they are rescheduled for a different two hours, and they take turns in planning and preparing the meals for the children under the supervision of the home-economics teacher of the school and the assistant in the nursery school.

Mothers' meetings are held every two weeks in the afternoon while the children are asleep. Attendance at these meetings is voluntary, but it has been almost 100 per cent perfect. Topics for discussion are chosen by the mothers. Individual conferences are held whenever desired. Mothers are invited periodically to spend a morning in the nursery school, and frequent home visits are made by the nursery school teacher.

The following records are kept: Daily attendance; monthly physical growth and development; once a year, mental tests; twice a year, behavior analysis; and once a year, general summary.

The Minnie E. Jeffries Elementary School maintains a nursery school for children from broken homes or from homes where mothers

are employed. This nursery school is under the direction of the welfare department of the city, which sends the young child to this nursery school instead of compensating the mother for the support of the child. This type of nursery school is one of a very few in the United States. Another welfare nursery school is maintained in the Scotten Avenue police station. The girls of western high school have contributed their services in making sheets, towels, wash cloths, and blankets for these nursery schools.

Paterson, N. J., reports that "child care" has been a part of the household arts program in that city since 1912. The reason for this is that a study showed brothers and sisters had the care and responsibility for younger brothers and sisters.

Los Angeles, Calif., supports 30 day nurseries, which are under the direction of the home-economics department of the board of education. The day nurseries were inaugurated in 1914-15. They have grown in number until there are now 30. They are in charge of 67 matrons. Each nursery has a senior matron and many have, if necessary, one or more assistants. The matrons have had considerable experience in feeding children and possess a love for and a real interest in childhood. The nurseries are open from 8 a. m. to 4 p. m. They may even open as early as 7.20 a. m. and close at 5 p. m. Children ranging in age from 9 months to kindergarten age are admitted.

The purpose of the nurseries is twofold. They are primarily for children of prekindergarten age whose mothers work outside of the home; and, secondly, for girls in the home-making classes to receive first-hand training in the care of children.

The girls in the home-making classes below the high school prepare the food and look after the housekeeping and special comfort of the children. It gives them an opportunity to study the problems in child care, and since many of these girls marry young, this training is perhaps among the most valuable school experience they receive.

II. HOME ECONOMICS IN PARENT EDUCATION

Home economics is a pioneer in parent education. Alice Loomis, formerly in charge of the department of home economics at the University of Nebraska, later State supervisor of home economics of that State, and now a member of the Institute of Relationships of Yale University, initiated, in Nebraska, more than 15 years ago, a state-wide program in parental education.

One of her students, a specialist in parental education in the State Department of Education of Oklahoma, and the past and present supervisors of home economics of Oklahoma, aided by others inter-

ested in this new field of education, have organized a state-wide program in parental education.

This State is making parent education an outstanding phase of adult home-making education. Such instruction is now offered by a full-time instructor in six of the larger public school systems. Tulsa, Okla., reported in 1928 that 2,000 men and women had enrolled in "home problem" classes. In fact, each school in the city offered to parents a unit of this work.

Other cities in Oklahoma have study circles of parent education taught by specialists in this field. Last year Ardmore, Okla., conferred 75 diplomas upon women who had attended 82 per cent of the meetings, read at least one reference book on parent education, and reported the analysis and solution of some home problem.

The lessons assigned to these classes are in the form of problems or projects to help parents realize that the instructor can not prescribe a remedy for the ills of the home. At the very most, she can only help the students to view their problems from their various angles and point out the underlying difficulties—in other words, lead the way to an analysis of the factors causing the trouble and aid in their removal. The following is a typical example of a plan used to solve a problem in adult home-making and home-management classes:

I. Selection of project which deals with a specific home problem of the student; and selection of time to discuss, in a personal way, the reason for the selection of the topic.

II. Class assistance given by the teacher that has to do with the fundamental principles of psychology of home living in the terms understandable to the learner. These principles are concerned with the mother as a teacher; the mother's place and duties in the home; her responsibilities in keeping the home machinery running smoothly, in beautifying the home, in understanding the children, in being sympathetic with their problems and similar ones, in fact, the subject of psychology applied to home living.

III. A discussion of the home problems listed by the student.

IV. Methods of solving the problem.

V. Readings used in solving the problem.

Although the instruction is informal, it is definite and pertinent to the problems presented by the class members; who are led to solve their own difficulties.

The majority of classes meet in the morning when the older children are at school. In some centers the younger children are cared for by the high-school girls of the home-economics classes as part of their laboratory practice in child care and training.

As a result of the state-wide interest in parent education, Oklahoma organized a bureau of child development and parent education, headed by Mrs. Calvert, who was formerly the State supervisor of home economics.

Child-development classes for parents were organized in Houston, Tex., June, 1929. That year 18 classes were held, with a total enrollment of 274. The second year, 1929-30, 37 classes were held, with a total enrollment of 1,015; including visitors, this instruction reached 2,008 families. The course is offered in units of nine meetings. Thus far these groups have studied the preschool and the preadolescent child. High-school girls from the child care and training course in the home-economics departments of near-by high schools take charge of the children during the time the mothers are at the meeting.

This plan has met with unbounded success, for the girls in a number of cases invited the parents to bring more children. The girls kept a record of their observations and the next day discussed them in their home-economics classes.

The success of this new educational venture is due largely to the interest of the parents in the work and to the educational preparation and personality of the teacher, who aims to present, in an interesting way, information pertinent to the problems raised by the class.

The Merrill-Palmer School of Homemaking, of Detroit, Mich., has for some time stressed home-making education for parents.

The household administration department of the University of Cincinnati conducts many study circles on parent education in the city of Cincinnati.

The State of Montana has, within the biennium, organized a state-wide program in parental education under the leadership of the home-economics forces of the University of Montana and the State College.

The extension services of the land-grant colleges and the United States Department of Agriculture have given considerable attention to this phase of the work in their adult classes. Quite recently a senior specialist in "home management" was added to the extension service of the Department of Agriculture at Washington.

The home-making service of the Federal Board for Vocational Education stresses this work in both the day and evening schools.

The White House Conference on Child Health and Protection created an interest in this new phase of education and secured facts through its many researches to a degree that could not have been otherwise accomplished in a decade. Attention of committee A on "The Family and Parental Education of Section III, Education and Training," was directed to the problems of home and family life in our present industrial organization. Among the studies inaugurated was "The material available on the status of the family at the present time and an analysis of the influence of changing economic and social factors on it." Secondly, Dr. Ernest Groves, of the University of North Carolina, undertook to determine the funda-

mental human values in family life. Doctor Burgess, of the University of Chicago, collected records from 8,000 children to determine the influence home activities and relationships have upon personality development. Dr. Rachel Stutsman, of the Merrill-Palmer School of Home Making, began a method for measuring the indexes of homes which produce well-adjusted and those which produce poorly-adjusted children. For this study, 50 children of each type were used.

Standards in the light of best present knowledge were set up for adequate housing and for assisting the family in expenditures for living, food, housing, and clothing.

The recommendations of the committee are as follows :

1. Further research is important in the field of the family. Only on the basis of research can an adequate science of the family be established and the problems of family relationship be treated. One specific research recommendation, growing out of the studies of this committee, is that provision be made for further development of the indexes for measuring family relationships and home atmosphere tentatively formulated for the White House conference.
2. Further research is needed on the social and economic factors affecting family life to-day. The relation of these factors to the family is worthy of the same careful consideration that has been given to the conditions of production in relation to industry and commerce.
3. Institute or research centers to study family relationships and processes of family life, as well as the economic and social factors operating upon the family to-day, should be established. These should integrate the various disciplines affecting family life.
4. Family consultation centers should be established with a staff composed of specialists in home economics, housing, social work, law, psychiatry, psychology, and sociology. These centers should be prepared to give advice and information on the different problems of family life.
5. Special attention should be paid to Italians, Mexicans, and other immigrant groups, who come into the cities from rural backgrounds, who need help in adjusting themselves to the conditions of American urban life.
6. Special attention should also be paid to the Negro family, in order that it may attain that economic security necessary for stable family life and may also be assisted to the attainment of higher ideals of family life.
7. Instruction should be provided by schools and colleges to further the satisfaction of intelligent participation in family life and to prepare for courtship, marriage, and parenthood.
8. Professional schools for doctors, teachers, social workers, nurses, and other specialists coming in contact with children and the family should provide specific training, in order that their graduates will be equipped with insight regarding human relationships and the problems of family life.
9. Authentic existing agencies of parent education should be given whole-hearted support, and the initiation of further efforts on the basis of scientific knowledge of methods and content should be encouraged.

A. HOME ECONOMICS FOR BOYS

Home-economics instruction for boys has become so well established during the biennium that five States included in their revised

home-economics courses of study some work for boys. These States are Texas, Washington, West Virginia, Indiana, and Oklahoma. A number of States are in the process of revising their State courses in home economics, for example, Iowa, Idaho, and Minnesota. Undoubtedly, these courses will also include a home-economics plan for boys.

The West Virginia course outlines for boys of the ninth grade five periods per week for one semester. The work covers a unit each in foods a boy can prepare at home or in camp, playing the part of a host or guest, selecting food away from home, clothes and business success, and spending the pay check.

The State of Washington offers the work as a general elective. It includes the above unit and in addition the boy's relation to his family, family cooperation, the house, home mechanics, and the home grounds.

Office of Education Pamphlet No. 4, dated April, 1930, outlines briefly the home-economics courses offered to boys on the various school levels in a number of representative cities of the United States. The following is an example of the growth of the home-economics movement for boys in several cities:

Eight years ago home economics, for the first time, was offered to boys of the south high school of Denver, Colo. In this course 14 boys enrolled. To-day out of an enrollment of 865 boys in this high school fully 18 per cent are taking some work in home economics. This work is offered in the eleventh and twelfth years of the high school. The time allotment is five 45-minute periods per week for one semester. The subject receives one unit of credit and the central core of the subject is "right living."

The high-school boys of Denver electing this work are among the athletes, school debaters, and honor students. The usual comments of boys concerning this work are, "I have learned more honest-to-goodness practical things than in any other course I ever took." "Some one told me it was an easy course, but I think we enjoy it so much it just makes it seem easy because we have to work."

A year ago home economics was offered to boys in all the junior high schools of Denver as a part of the required vocational work. The course is called "problems in everyday living" and is considered under four units, namely: (1) The boy, his family and his friends; (2) food facts for the individual; (3) earning, saving, and spending; and (4) clothing for boys.

In this school system it is generally recognized that home economics for boys has definitely come to stay.

Six years ago Tulsa, Okla., first offered home economics to boys, and during this period it has reached 3,500 boys.

Nine years ago Los Angeles, Calif., opened the home-economics laboratory to boys. Now the subject is offered in three distinct types of schools: (1) Vocational schools; (2) developmental schools where boys and girls are in the same classes and assist in the preparation of the noon lunches; and (3) in general high schools where by far the largest number of boys is enrolled.

In these high schools boys are offered such work as problems in fundamental nutrition; food preparation and service; etiquette and social customs; selection, repair, and care of clothing; financing a modern family; and the problems of fatherhood. In some of the high schools the boys have an opportunity, in their unit on child care and training, to observe young children.

For about a year, in the Polytechnic High School of Long Beach, Calif., home economics has been offered to boys. The content of the course was developed from the returns of a questionnaire which was sent to 350 senior high-school boys whose fathers represented occupations in all the major fields of the Federal classification. It was found that the boys were interested in the problems of individual differences; earning a living; budgeting an income so as to get the most out of it; correct dress for men; and family adjustments.

The course was planned for boys of the junior and senior classes. It is called "family adjustments" and covers such topics as "getting along with people"; "individual differences"; "development of family life, with emphasis on modern, economic, and social conditions influencing family life, its organization and disorganization"; "adjustments: In family finance, between children and parents and children and grandparents, and in case of sickness and accident"; and, finally "character traits and environmental factors needed in the twentieth-century family for developing wholesome family relationships."

During the first semester of this course there were two classes of over 30 students in each. Applicants for the second semester were more than it was possible administratively to handle, consequently only two classes of 40 each were permitted to take the work.

It is difficult to test such a course since its value lies largely in the thinking boys do and the desirable attitudes they develop. Testing for purely factual content impairs the spirit of the course; hence, it seemed advisable to develop tests from the questions submitted by the boys as important for them to know. Among such questions were: What are the important elements to be considered in the plan for purchasing a home? What are bigamy, polygamy, polyandry—are these found in the United States? Should women work whose husbands are working? Is the family necessary? Why? What is the effect of the present industrial situation on the family?

and the home? Who should control the family income? Do children have as great an economic value as they once had? What do children owe the family? Why has the modern age been called the technological age?

J. HOME ECONOMICS AND PREPARATION FOR GAINFUL OCCUPATIONS

One of the purposes of home-economics education is the preparation of students for gainful occupations as shown by the survey of land-grant colleges and universities. Forty-two of these institutions cite as one of their objectives the preparation of students for gainful employment in the fields of teaching, extension service, business, journalism, institutional management, and dietetics. However, according to the survey, 78 per cent of the 1927-28 graduates of all the divisions of home economics in 92.8 per cent of the land-grant colleges prepared either for teaching or completed the course in general home economics.

To meet this demand appears to be the first obligation of home-economics departments in land-grant colleges. The survey suggests that "Home economics should lead in establishing somewhat the same relationship with commercial firms that medicine, agriculture, and other fields of education have established for the purpose of working out standards for commodities in their fields. This is a gigantic undertaking. Home economics should exert a wide influence based on scientific investigation."

Few departments of home economics in our institutions of higher education have developed curricula specifically designed to prepare students for remunerative jobs. The New York State College of Home Economics of Cornell University, and Michigan State College of Agriculture and Applied Science offer "hotel management" to men. A number of institutions offer training in "tea-room work." Although departments of home economics in colleges and universities have made little or no effort to develop curricula for gainful employment outside of teaching, the training in general home economics appears to be helpful in securing positions in various types of industrial pursuits. Such positions, however, are requiring more and more training for their specific work.

Home economists, having high scholastic attainments in addition to ability in salesmanship, are now sought for commercial positions providing large compensation for superior services.

The department of home economics in business of the American Home Economics Association reports a membership of 375 women representing 169 or more business organizations and 69 or more distinct types of work.

A few years ago the research department of the Detroit public schools made a study of the jobs occupied by girls trained in home economics. This study was directed by one of the home-economics directors of that city. Four hundred questionnaires were sent to Detroit girls trained in home economics in either an academic or technical high school or the girl's vocational school. Replies were received from 155. Of this number, 20 per cent stated that home economics had aided them in deciding the type of work they wanted to do; 30 per cent, that their home-economics training had helped them to secure a position; 38 per cent, that home economics had been of value to them in their business positions; and 23 per cent, that home economics was of value to them other than in their positions.

The 155 girls reporting had entered 161 different jobs, of which 100 related to home economics.

In 1928-29 the bureau of research of the Cleveland public schools made a study of all pupils leaving school before high-school graduation. This investigation included about 9,000 boys and girls between the ages of 14 and 18, besides 1,500 more pupils whose school day was shortened so that part of the day could be spent in gainful work.

This study was based on an analysis of 11,000 work permits and 4,000 renewals granted to boys and girls for subsequent jobs. The analysis showed that the occupations entered by these pupils were housework and clothing manufacturing.

Girls from five senior high schools in Cleveland obtained more permits for housework and the clothing factories than for any other occupation. Girls from 11 of the junior high schools, special classes, and seventh, eighth, and ninth grades received permits for housework which, in this study, represented work for gainful purposes and "at home." The study revealed that 45 per cent of the girls obtaining work permits to do housework stay at home so that one or both parents can enter gainful employment. Thus, 55 per cent, or more than half, of the girls obtaining permits do housework for gain. Of this number, over 52 per cent were girls from the senior high schools, 20 per cent from the junior high schools, and 28 per cent from the elementary schools.

Another gainful occupation entered by high-school undergraduates was retail food, such as grocery stores, confectioneries, delicatessen stores, and tea rooms. About 29 per cent of the girls were in this occupational group. To summarize, the school girls receiving work permits entered one of four occupational groups, either housework for wages, or housework at home, or the clothing industry, or retail food. It would appear from this study that it would be well for pupils in the elementary, junior high, or senior high schools, who plan to enter the gainful occupations cited, to have some special

home-economics training other than that offered students planning to graduate.

In the evening schools of Paterson, N. J., the home-economics department offers to girls 16 years of age and over a course in child care and training. This course has two objectives—to prepare girls for remunerative positions as “mother’s helpers” and to interest these girls in young children.

Last year the home-economics department of Pasadena, Calif., placed in homes 30 of the 100 girls who took the child-care course offered in the John Muir Technical High School. For this work these girls receive a substantial compensation.

The home-economics department of the Manual Arts High School of Los Angeles, Calif., plans to prepare girls for gainful positions as managerial assistants to home makers.

II. RECENT IMPORTANT EVENTS OF INTEREST IN THE FIELD OF HOME ECONOMICS

A. WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION: ITS SIGNIFICANCE TO HOME ECONOMICS

One of the outstanding achievements in home-economics education during the biennium centered around the White House Conference on Child Health and Protection. Not since the World War have home economists had an opportunity to contribute to the problems of national welfare as largely as they did through this conference during the past year. The World War called for the combined energies and talents of thousands of home-economics teachers to help “save the food to win the war”; during the past year many of these experts were invited by the President of the United States to contribute their professional resources to further all those interests concerned with the problems affecting our 45,000,000 growing children of varying racial inheritance, background, and education.

To this challenging task of helping to solve the many problems of the complex childhood population of America, 3,500 experts on 150 different committees of the four main sections of the conference, namely, medical service, public health administration, education and training, and the handicapped, contributed their services. Findings from many of these committees and the children’s charter have significant information and implications for the home-economics teacher.

It is suggested that home economists keep informed as to the publication of this material. One of the first reports ready for circulation is “The Home and the Child.” This book should be especially helpful to the home-economics teachers whose special interests have to do with housing, furnishings, and equipment, the

management of home activities, of income and clothing, as these affect the best welfare of the home and the child.

Since the findings of the main committees will appear in published form, conclusions from the various reports will not be cited in this chapter.

B. HOME-MAKING CONFERENCES CALLED BY THE COMMISSIONER OF EDUCATION

Another significant impetus to home-making education during the biennium is found in the national home-making conferences called by the Commissioner of Education. Such conferences were called at Boston, Mass., July 1; Washington, D. C., December 6 and 7, 1929; and at the University of Cincinnati, Cincinnati, Ohio, March 21 and 22, 1930.

The conference at Boston was held in conjunction with the annual meeting of the American Home Economics Association. The principal speaker was Dr. James E. Russell, dean emeritus of Teachers' College, Columbia University, who emphasized "Fundamental philosophies of present-day education and the next steps in home economics."

As a result of this conference a group of 25 who attended the conference and the summer session at Teachers' College, Columbia University, met during the summer session to discuss the importance of having the Commissioner of Education call to Washington a small group of 50 men and women to consider "The place and function of home economics in American education."

The commissioner called this conference at Washington on the dates previously mentioned, and invited a small group of eminent educators, including presidents of universities, deans of education, superintendents and principals of schools, presidents of educational organizations, and home economists representing the public schools and the teacher-training institutions to confer on the above subject.

The commissioner's purpose in calling these conferences is four-fold: First, if possible, to help direct attention to the most pertinent problems facing home-making education in a rapidly changing society; second, to bring the problem to the attention of those who are responsible for training home-making teachers, supervising them in our public schools, administering the funds and who are the recipients of this type of education; third, to help focus attention upon the indispensable contributions of educational fields closely allied to the home-economics program in order to broaden its scope and its usefulness to the child and to society; and fourth, to stimulate the development of home-making education to meet the needs of boys and girls on the varying educational and economic and social levels.

The commissioner's policies regarding the conferences are to set up the proper machinery for bringing together all the agencies concerned with education for the home and the child, to discuss in an impersonal way the various problems facing American home life with the view of stimulating studies which may pave the way to the solution for some of these problems. These investigations to be conducted as far as possible by persons properly equipped with the facilities for making studies.

The conference findings are reported in Home Economics Circulars 9, 10, and 16, respectively, of the Office of Education.

As a result of the Cincinnati conference, committees were appointed to (1) evaluate home-economics education concerning the following relationships: Professional, teachers, curriculum, equipment and supplies, school patrons, and vocational guidance; (2) determine the minimum essentials of the home-economics curriculum to meet present-day needs; (3) develop criteria by which the accomplishments of home-economics teaching can be measured by standardized tests and rating scales; and (4) develop criteria by which a superintendent or principal of schools may judge the educational effectiveness of the home-economics department.

C. THE DEPARTMENT OF SUPERVISORS AND TEACHERS OF HOME ECONOMICS OF THE NATIONAL EDUCATION ASSOCIATION

Its functions and objectives.—The third outstanding event to stimulate stock taking in home-economics education for the elementary and secondary schools is the creation of the new department of supervisors and teachers of home economics in the National Education Association at Columbus, Ohio, July 1, 1930.

The foregoing department serves as a means for collecting and distributing information concerned with the best present practices in home-economics education. It stimulates studies, investigations, and researches in the newer developments of home-economics education. It helps to solve some of the vexing problems which are likely to face subjects introduced to an already overcrowded curriculum. It brings supervisors, teachers, and other interested persons into a homogeneous group for friendly and sympathetic discussions of common interests, problems, and new projects to be initiated into the public-school system. It extends assistance in solving perplexing problems arising in a local community. And it develops a fraternal feeling among all those persons engaged in public-school home-economics education.

Aside from aiding its own immediate personnel, the objectives of the new department are to stimulate interest in home-economics education throughout the Nation, by giving wide publicity to the

newer interpretations of the subject; enlisting the interest of superintendents and principals of schools and others who advise pupils in the election of school subjects; arousing the interest of the local and State parent-teacher associations and the National Congress of Parents and Teachers, as well as the leading psychologists, economists, sociologists, and educationists in education for home and family life in a society whose institutions are constantly changing.

D. SURVEY OF HOME ECONOMICS IN LAND-GRANT COLLEGES AND UNIVERSITIES

The survey of land-grant colleges and universities recognized the phenomenal development of home-economics education in a very short time as compared with the older academic subjects. It defined the purposes of this new field of education from the objectives stated by the home-economics leaders, curricula developed, administrative machinery set up for executing the work, and the student product resulting from this type of instruction.

It pointed out the progress made, the problems faced by home economics, and the developments needed to carry out the purposes of this education.

III. OUTSTANDING STUDIES COMPLETED AND IN PROGRESS

The land-grant college survey was the most comprehensive analysis of the present status of home-economics education in these institutions that probably has ever been made. Its findings are set forth in Office of Education Bulletin, 1930, No. 9, Vol. I, Part XI.

The Office of Education "Bibliography of Research Studies in Education" lists for 1926-27, 18 home-economics studies, 12 of which were theses for the M. A. degrees; for 1927-28, 27 studies, 14 of which fulfilled the requirements for the M. A. degree; for 1928-29, 36 studies, 19 of which were M. A. and 2 Ph. D. theses; and for 1929-30, 91 studies, among which are 56 M. A. and 4 Ph. D. theses.

The White House Conference on Child Health and Protection produced a number of searching investigations in several phases of home economics. Notable among these studies are those in nutrition, the child, and home and family life.

IV. SOME FORECASTS FOR THE FUTURE

The trends in home-making education, as set forth in this chapter, indicate the changing conceptions of home economics as realized by teachers of this subject, school administrators, and parents as well.

Whereas a few years ago home economics for boys was frowned upon, it is now fast becoming an accepted subject in our junior-high and senior-high schools. In fact, its inclusion in the boys' education is urged alike by parents and school administrators.

The growing tendency in education of a recognition that the "home is not an institution to be improved by society but that it is the one institution which more than any other can itself improve society" is helping to increase "for girls some home economics" as a high-school requirement for graduation.

Although home economics is required rather universally in the seventh and eighth grades of our elementary and junior high schools, and in some cases in the third, fourth, fifth, sixth, ninth, and tenth grades, on the whole such a requirement for high-school graduation is not very general. But a decided increase in this direction is noted. Provisions are increasing for the observation of young children by home-economics classes on the elementary, junior high and senior high-school levels. The predictions point to a rapid development in this innovation.

The growth of adult classes in child care and training or parent education courses, under the direction and supervision of home economists, has been marked and promises to be speeded up considerably as a result of the findings of the White House Conference on Child Health and Protection.

Attention to better housing, æsthetic furnishings, and comfortable provisions for all the members of the family from the youngest to the eldest will receive considerably more attention in the future as a result of President Hoover's Conference on Home Building and Home Ownership.

The school lunch rooms, or cafeterias, in a number of places, form the laboratories for teaching adequate nutrition to all the children of the school system. This practice promises to grow by leaps and bounds in the near future.

Increased attention will be given more generally than now to the gainful vocations for which home-economics education can prepare girls and women and in some instances boys and men.

City and State courses of study will increasingly base their instructional materials upon scientific studies made in the realms of pupil interests, needs, and activities.

The radio and the talking pictures will play an increasingly important part in disseminating valuable home-economics information to the school and the home.

Finally, an integrated school program capitalizing the contributions of other school subjects as well as those of home economics to promote an even higher standard of living and a liberalized viewpoint of home and family life in an ever-changing social and economic society promises to be realized.